DOCUMENT RESUME

ED 366 419 PS 021 890

AUTHOR Jennings, Mary H.
TITLE Providing Fourth Grade Students with Support Systems and Experiences To Enhance Academic Success.
PUB DATE 93
NOTE 63p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Attendance Patterns; *Elementary School Students; Grade 4; *High Risk Students; Intermediate Grades; *Intervention; Mentors; *Parent Participation; Parent Workshops; Self Esteem; *Student Attitudes; Student Participation; Tutoring
IDENTIFIERS *Support Systems

ABSTRACT

A practicum was designed to utilize various techniques to: (1) improve the involvement of parents and volunteers in the education of fourth grade students; (2) help the students develop a more positive attitude toward self, school, home, and community; and (3) increase students' school attendance rate and participation in school and community activities. The majority of the students came from disadvantaged backgrounds or single-parent households or both, and had difficulty succeeding in school. During the academic year, mentor programs, parent workshops, a monthly newsletter, a student-of-the-week program, field trips, tutoring programs, and student performances were developed to accomplish the aforementioned goals. Pre- and postintervention assessments found that student attendance improved, children developed more positive attitudes toward school, and parent participation increased. (Six appendixes contain copies of letters and forms used in the practicum, as well as survey questionnaires distributed to teachers.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 366 419

Providing Fourth Grade Students With Support Systems and Experiences to Enhance Academic Success

by

Mary H. Jennings

Cluster 36

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary H. Jennings
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 021890

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Peggy H. Wines
Peggy H. Wines

Principal
Title

13th and Kenyon Streets, NW.
Address

8-16-93
Date

This practicum report was submitted by Mary H. Jennings under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Aug. 21, 1993
Date of Final Approval of Report

Wm. W. Anderson
William W. Anderson, Adviser

ACKNOWLEDGEMENTS

The writer is most gracious to God for giving her the vision and ability to pursue and complete a very special high point in her educational life. The writer thanks her practicum adviser, Dr. William W. Anderson, for his guidance, patience, and encouraging remarks. She thanks all those persons who reinforced her courage to enter and complete the program including: Vera Flight, Dr. Judine B. Johnson, Dr. Phyllis J. Hobson, Dr. Virginia H. Howard, and Dr. Bernida Thompson. Thanks to colleagues and her principal, Mrs. Peggy H. Wines, who supports creativity and new programs in the school. Special appreciation is expressed to principals - Victoria Collins, Claudia Thompson, and Dr. Dennis Johnson - and their staff members for contributions. A very special thanks to the writer's family and friends for their support, encouragement, and understanding throughout the years devoted to obtaining this degree.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....iii

TABLE OF CONTENTS..... iv

LIST OF TABLES..... v

ABSTRACT..... vi

Chapter Page

I INTRODUCTION..... 1

Description of Work Setting and Community..... 1
Writer's Work Setting and Role..... 2

II STUDY OF THE PROBLEM..... 4
Problem Description..... 4
Problem Documentation..... 5
Causative Analysis..... 8
Relationship of the Problem to the Literature.. 10

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.14

Goals and Expectations.....14
Performance Objectives.....14
Measurement of Objectives.....15
Description of Plans for Analyzing Results.....18

IV SOLUTION STRATEGY.....19

Discussion and Evaluation of Possible Solutions 19
Description and Justification for Solutions Selected..... 22
Report of Action Taken..... 24

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS 30

Results..... 30
Conclusions..... 35
Recommendations..... 39
Dissemination..... 39

REFERENCES..... 40

Page

Appendices.....

A RECORD OF WEEKLY PERFECT ATTENDANCE.....42
B INVENTORY DEPICTING ATTITUDE AND BEHAVIOR TOWARD PERCEPTION OF SELF, HOME, SCHOOL AND COMMUNITY.....44
C RECORD OF PARENT PARTICIPATION SCHEDULE.....48
D PARENT/MENTOR LETTER REQUESTING PARTICIPATION IN NEWSLETTER AND CONSENT FORM FOR PARTICIPATION IN THE NEWSLETTER.....50
E RECORD OF PRODUCTION/DISSEMINATION OF NEWSLETTER.....53
F ELEMENTARY SCHOOL TEACHER SURVEY ON RETENTION PRACTICES.....55

LIST OF TABLES

Table Page

1. Comparison of CTBS Test Scores of Third Grade and Sixth Grade Students.....6

2. Record of Fourth Grade Students' Attendance November 1992 - June 1993.....30

3. Comparison of the Results of Inventory Depicting Attitude and Behavior Perception.....32

4. Summary Record of Parent, Guardian, Significant Other, and Volunteer Participation.....33

5. Production and Dissemination of the Student Newsletter.....34

6. Teachers' Attitudes and Knowledge About Retention.....35

ABSTRACT

Providing Fourth Grade Students with Support Systems and Experiences to Enhance Academic Success. Jennings, Mary H. 1993: Practicum II Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Parental Involvement/Intermediate Student Achievement/Cooperative Learning/Research Skills for Elementary School Children/Attitude and Behavior Inventories/Self Esteem/Attendance.

This practicum aimed to utilize various techniques to improve the involvement of parents, significant others, and volunteers in the education of fourth grade students. Furthermore, it was designed to help children develop a more positive attitude toward self, school, home and community and increase their school attendance rate and participation in activities at school and in the community.

Eight parenting workshops were held where parents were apprised of various subjects including: child growth and development, discipline, achievement, services in the community, assessing your child's progress, building self esteem, etc. Records were kept of parents' participation in school activities. A variety of techniques were used to promote parental involvement, such as "students bring your parent or relative or friend to the meeting". Individual and child would receive a prize or special recognition. Monthly newsletters were prepared by students, parents, and the writer to promote participation and improve self expression and appreciation.

The objectives were achieved and many were surpassed. Children were enthusiastic about joining and participating in group activities at school and in the community. Attendance improved. Family and friend involvement in school activities increased. Students appeared to be more comfortable in handling what had seemed to be difficult assignments. Students became more self directed and enjoyed organizing assignments and working in groups.

****

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do (X) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

Aug 25, 1993 Mary H. Jennings

CHAPTER I

INTRODUCTION

Description of Community

The work setting for this practicum is a metropolitan area of the eastern United States. The school is a public elementary school where the majority of the students are African American with a high yearly influx of Hispanic and Asian students. The population served ranges from preschool to grade six. The entire class of twenty students in a fourth grade class have been designated to participate in this practicum experience to improve rate of success.

The school is staffed by a veteran administrator who is entering her fifth year at the school with previous successful administrative experience at another local elementary school in the same school district. The integrated teaching staff and other staff members exemplify dedication and a sense of pride for the school and the children who are served.

The neighborhood, inundated with drug users and sellers, consists of families that are headed by unemployed females. The households consist of the extended family, most of whom are dropouts from school. The families, for the most part, depend upon the social service network for a livelihood.

Writer's Work Setting and Role

The writer, with more than seventeen years of experience in the public school system, is one of three fourth grade classroom teachers in the school. The writer wrote award-winning proposals and conducted staff development workshops throughout the city for teachers and administrators. Many honors have been obtained by this writer, such as "Cafritz Foundation Fellow" and "Recipient of the Superintendent's First Incentive Award for Teachers".

For the past two years the writer was a professor in the Department of Curriculum and Instruction at the local city university. Responsibilities included teaching courses in early childhood education, reading improvement, and strategies for corrective and remedial reading. Supervision of a number of student teachers was an additional responsibility.

The writer implemented a practicum entitled "Increasing Positive Experiences for "At Risk" Preschoolers Through Coaching of Parent Interactions" (Jennings,1991). Chapter 1 - Parent Involvement Component- of the local school system developed an interest in the program. An outgrowth of the practicum was teaching a child growth and development course for the Parent Summer Institute - a joint venture sponsored by Chapter I - Parental Involvement of the local school system and the local city university.

The background and experience of the writer are comprehensive and include a Bachelor of Science Degree in Elementary Education with a concentration in Business. Additional education include a Master's Degree with a concentration in Reading. With the numerous years of experience working with youngsters preschool through college as well as their parents, the writer has ample background to succeed with the mission of this project.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Fourth grade students experience a decline in their performance level in school. Many times home assignments are not completed and returned to the teacher. If the materials are returned often there is evidence that it has been completed in a hurried manner and incomplete or not in the best form to be submitted by a child of this age. Students do not express a desire to write and are not growing as writers. One word or short phrase responses are given in response to questions which need written responses. When given assignments requiring writing performance, many students hesitate and often will sit for long periods of time before beginning the assignment. Engaging in writing for self satisfaction is not a part of the students' desires. Reading is limited to what is assigned by the teacher. A wide range of written materials are not explored at school, in the home or at the library without having been suggested by the teacher or school personnel.

Problem Documentation

The existence of this problem was documented by interviews, observations, surveys, and test scores on hand for the past three years and promotion/retention data. Students in the third grade reached the national norm as evidenced by their standard tests results for the past three years. Fourth grade students consistently failed to meet the national norm as evidenced by their standardized test results for the preceding three years. COPE (1992) provided a summary of the test results from the CTBS Tests in reading and math administered to third and sixth grade students in May of each year which indicates that the percentile scores for third grade students in both reading and math were much higher than the scores for sixth grade students (Table 1). A phenomena occurs after students leave the primary grades and it appears to escalate as they progress to higher grades.

Table 1

Comparison of CTBS Test Scores (Percentile)* 1989-1991

Third Grade and Sixth Grade

	May 1989	May 1990	May 1991
THIRD GRADE			
Math Score	67	74	74
Reading Score	48	52	62
SIXTH GRADE			
Math Score	45	49	63
Reading Score	37	31	44

*CTBS Test Scores: Comprehensive Tests of Basic Skills are standardized tests that the school system uses to test students in grades three and six in May of each year.

The number of fourth grade students who had perfect attendance has been minimal or nonexistent. During the 1991-92 school year, none of the fourth grade students had perfect attendance. On the other hand a total of fifteen children had perfect attendance on the third grade level during that same period. As reported by one fourth grade teacher, several children reported having remained home to care for younger siblings.

Often many of the intermediate and primary teachers appear not to be aware of the negative consequences that result from retention, and often misunderstand the realities of child development (Appendix F). In a survey on retention that was administered to at least one teacher on each level

in grades one through six, seven out of ten teachers stated that they did not feel retention would interfere with a child's self esteem. Eight out of 10 teachers indicated that they had retained at least one student in the past two years. Eight out of 10 teachers felt that research supported retention of students in the elementary grades. Two teachers felt that instead of retention, a concentrated effort by the next teacher in providing review, practice, and a great deal of support would be an alternative to retention. Attention to what research says about retention must be emphasized to teachers so that they can practice some of the effective programs that have proven to help raise children out of the achievement slump.

In response to the Inventory Depicting Attitude and Behavior Toward Perception of Self, Home, School, and Community, more than fifteen out of twenty students in a current fourth grade class responded in a negative manner or a "middle of the road" manner to 15 of the items related as positive behaviors by the writer (Appendix B). This inventory gave students a situation involving perception of self, home, school, and community while comparing the scenario to the current child's classroom and home environments. The child involved in the classroom situation was asked to choose from three possible responses which began with "not at all like...", "somewhat like..", and "exactly like..." in describing his/her attitude and behaviors in the identified areas. Issues ranged from

feelings about achieving, parents' involvement in education of the child, home environment that was conducive to learning to active participation in the local community activities.

Causative Analyses

There are several factors which contribute to this dilemma. Many of the parents are not equipped with the skills necessary to assist their children with their school assignments. A large percentage of the parents are not high school graduates or do not hold a GED. In many cases, they dropped out of school and have not returned for further education or skills. Many parents do not have the basic education skills, including reading, writing, and mathematics to the fourth grade level. Teachers report that parents have approached them with questions about their understanding of the skills that are taught their children.

School attendance rates decline as children move to higher grades. Often these older children have the responsibility of providing care for younger siblings while parents are involved in other tasks related to the operation of the family. Many times the older children are absent from school due to having to care for a younger sibling or they must care for the younger brothers and sisters after school. Perfect attendance for the school year 1991-92 was very interesting for the entire school. The overall attendance rate was 91% for the entire school, which was 1%

less than the average rate for the entire school system. The following figures represent perfect attendance by grade levels: First Grade - 5; Second Grade - 11; Third Grade - 7; Fourth Grade - 7; Fifth Grade - 1; Sixth Grade - 6; and ESL -2. The total number of students with perfect attendance for the school was forty-one out of a school population of five hundred fifty students. Students are not coming to school each day, and they must be there in order to learn the skills that are taught by the teachers.

It has been observed that the number of parents and the level of participation in school activities decrease as children grow older and advance in their grades. Normally the parent, guardian, or an older sibling will bring the younger child to school and will return to take the child home at the end of the day. In addition, the parents are constantly involved in the activities in the classrooms of the younger children, including their presence at the promotion exercise where they have their cameras ready to catch significant expressions. Not only are the parents present at similar programs, but extended family members are present, as well. The excitement over seeing these young children experience school and other activities can be observed from the facial expressions to the verbal conversations executed between other family members and friends. However, when the child passes to higher grades, the level of participation decreases significantly.

On the other hand, the teachers of fourth grade students often expect these students to perform on a certain level and to have reached an identified level of maturity designated for that age group. In many instances the children may not have reached that maturity level and may have a need for developmentally appropriate practices similar to those which may have been provided on the primary school levels.

Relationship of the Problem to the Literature

In a review of the literature by leading authorities, many concepts were found. The literature reveals that many parents are not equipped to help their fourth grade child with his/her school work. Chisom (1988) indicates that many parents' educational backgrounds are often below that of the child's level in school. In many instances, these parents are young high school drop-outs, who have not returned to school to improve their educational levels or skills. The author states further that the strong emphasis on parental involvement by the school is not always continued into the fourth grade experience and in subsequent grades. It is further alleged that parental involvement in the upper grades is initiated and carried out by the parents. Thus, if the previous statement is true, the schools have a responsibility for which they are not conforming to their ultimate capacity.

The difficulty experienced in reading and achieving in school have been cited as obstacles to many youngsters. Trelease (1989) states that prevailing instructional practice made reading achievement difficult for many youngsters. Learning to read and learning in general was a traumatic experience with a minimum amount of successful experiences, thereby, leaving children to later dislike reading and without the desire to achieve. The author states further that reading should be a pleasant experience so as to produce life long readers who read and grow through the act.

Olson and Gee (1991) address the problems youngsters have with content area books which are vital beyond third grade. These books are written to inform rather than to entertain; thus, providing the opposite of what the younger child has been accustomed in the reading materials which appealed to them. Reading or performing tasks enthusiastically may dissipate without family members, teachers, or others impacting upon the motivational levels of the children as they grow into more advanced materials. Reference is further made to the fact that independent reading and higher level thinking skills are imperative for children to process information in an abstract form. Children or people who feel good about themselves possess characteristics which make them willing to try new endeavors and experience success.

Wood and Muth (1991) speak of the tremendous changes that begin to occur in adolescents and preadolescents cognitively, physically, socially, emotionally, and morally that affect classroom performance. The body undergoes numerous changes while these youngsters are learning how to become an adult. Many of these changes can be seen in the intermediate grades in elementary school when the child is between nine and twelve years of age. The Carnegie Council (1989, p.9) in Wood and Muth designate characteristics which begin to occur as desire "in learning diminishes, and their rates of alienation, substance abuse, absenteeism, and dropping out of school begin to rise" as children become older.

Snodgrass (1991) cites excitement parents experience when their children first enter school as reasons for their involvement in the primary grades. It is amazing to see that youngster who was a baby only a few years ago enter and participate in school activities for the first time. Black (1992, p. 84) in Snodgrass urges parents not to relinquish their basic responsibility of parenting to society, but to share it with the schools, day care centers, etc.

Sanacore (1991) challenges primary teachers to expose children equally to narrative and expository materials so that a smooth transition is possible when students advance to higher elementary grades. The narrative materials follow sequence of which the child is familiar. Expository (nonfiction) material has substantial differences from

stories including introductions, subheadings, graphs, charts, maps, summaries, and often questions related to the content.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to equip fourth grade students with support systems which would enhance their success rate and encourage motivation and achievement through the involvement of a parent or a significant individual in their education. Many youngsters were experiencing failure and developing a dislike for school due to their problems encountered while learning and problems related to family and the environment.

Behavioral Objectives

The following objectives were projected for this practicum:

Objective 1: By the end of the 8 month implementation period at least 10 of the 20 fourth grade students would display a more positive attitude toward school by having perfect attendance for at least 28 weeks as measured by the weekly perfect attendance chart in the classroom.

Objective 2: By the end of the 8 month implementation period at least 10 of 20 fourth grade students would respond positively to an attitude and behavior inventory toward perception of self, home, school, and community by selecting

responses to at least fifteen of the choices denoted as a positive response by the researcher.

Objective 3: By the end of the 8 month implementation period at least 10 of 20 parents, guardians, or a significant representative of the identified fourth grade students would positively participate in their child's education by participating in at least 4 out of 8 monthly Parenting Meetings/Workshops/PTA Meetings as measured by the monthly sign-in sheets for such occasions.

Objective 4: By the end of the 8 month implementation period, at least 10 of 20 of the fourth grade students would produce a monthly newsletter depicting positive events from the class with the assistance of at least 2 parents, guardians, mentors, or significant representatives for each publication under the leadership of the writer as reported on the form for newsletter participation.

Objective 5: By the end of the 8 month implementation period, at least 5 of 10 teachers, would change their attitudes toward retention and/or be aware of what research says about retention.

Measurement of Objectives

The measurement of the five objectives was done by five evaluation sheets (see Appendices A-F). These sheets were designed by the writer. Evaluation sheets for objectives 1,3, and 4 were ongoing and were used on a weekly or monthly

basis for reporting school attendance, and\or parent, mentor, guardian participation. Evaluation sheets for objective 2 were used at the beginning of implementation and at the end of the implementation period. The results of the attitude and behavior inventory served as the pretest instrument. (see Appendix B).

Objective 1 was measured by the use of a chart designed by the writer (see Appendix A). This chart allowed one to identify the number of girls or boys present or absent each week of the implementation period. Information was gleamed from the weekly chart in the classroom where each child who was present for the complete week received a star for that week. Success was measured by at least 10 of the 20 students exhibiting perfect attendance for at least 28 weeks during the implementation period of the project.

Objective 2 was measured by an inventory with 20 items which allowed each of the 20 students to rate their feelings and actions about self, home, school and community. Students indicated the degree to which the statement applied to their situation: not at all like..., somewhat like..., or exactly like.... This inventory was administered prior to implementation and at the end of the implementation period for the project. Success was measured by at least 10 out of 20 students showing improvement in attitude and behaviors related to self, home, school, and community by responding positively to at least 15 of the 20 items presented in the inventory. (see Appendix B).

Objective 3 was measured by the parent participation schedule which was designed by the writer (see Appendix C). A monthly schedule was prepared with fifteen categories to acknowledge parent/guardian/mentor or significant other participation in the child's education. A large nifty chart was displayed in the classroom with the categories and child's name beside the person who represented him/her. The information was transferred to the smaller schedule at the end of the month and included in the monthly newsletter.

Objective 4 was measured by the record of production and dissemination of the newsletter checklist (see Appendix E). This checklist presented the months included in the duration of the practicum with space allotted horizontally to indicate with a check whether or not a "Good News Newsletter" was prepared and disseminated. Success was measured by production and dissemination of the newsletter for at least five months of the implementation period.

Objective 5 was measured by at least 5 out of 10 teachers surveyed responding that they do not support retention or that they are aware of what research says about the effects of retention on elementary school children (Appendix F).

Description of Plans for Analyzing Results

Tables and/or charts were used to present and to analyze results to determine whether or not the objectives were achieved. The tables present data to indicate the level of success or failure for each objective.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Possible Solutions

The problem for this practicum is that fourth grade students are not equipped with support systems which will enhance their achievement and success rate in school. Many students are hard on themselves and when they fail much stress is placed on them and often they look at themselves in a negative manner. Harbaugh (1990) writes about a former Alabama Teacher of the Year who discussed the power of the VIP for a week project which focused on a child who was always down on himself. At the beginning of the year the teacher prepared a list of all the students in the class and assigned each student a particular week to serve as the VIP for the week. Many positives were given the individual including inviting a significant person to visit him/her at school and have lunch. In addition, this individual sat in a special place in the classroom, with a desk adorned with fresh flowers. Further, the classmates wrote positive notes about this person, who was later permitted to take the notes home to share with parents and friends.

Gutner (1990) presents Gloria Barragan, a mother formerly on welfare who began teaching and established Project CARE which involved teachers, parents, and business

efforts to keep children actively involved in school. Often children want to be shown that there is someone available who cares and will take time out with the child. Involving a significant individual in the school life of a child can make a lot of difference in work performance and their feelings toward self.

Bissell (1991) presents "Pictures and Poetry" where through these medium she teaches other subjects as language arts, geography, and self-esteem. A variety of teaching strategies and materials are necessary to secure and maintain high interest and participation of children in school activities. The teaching across the curriculum approach is a necessary entity to reaching all students through their individual areas of interest. It also gives the students opportunities to focus on self and to see those positive things which are often overlooked.

Weitz and Quicklye (1991) suggest encouraging self-sufficiency and problem-solving through cooperative learning and partnerships within the learning environment. Children learn a lot through interacting with one another for there is that comfortable position that is presented where they can supply input without fear of receiving a grade or having to be evaluated by an adult. They can gain from the experiences of one another in a nonthreatening atmosphere.

Morrison (1978) refers to Mayeske's study that demonstrated how the family's background had an impact on achievement. The parent's educational background has more

of a positive impact on the child than the economic background. Many parents who have educational skills are able to assist their children, even though they may not be able to live in a middle class or upper class environment.

Snodgrass (1991) cites excitement parents experience when their children first enter school as reasons for their involvement in the primary grades. Administrators and educators must create the same kind of excitement in the schools that are generated in the early primary grades. Several means for continuing this momentum is to create projects which require the parents to continue participation and interaction with the school and classrooms on a regular basis that is planned and ongoing.

Sanacore (1991) challenges primary teachers to expose children equally to narrative and expository materials so that a smoother transition is possible when students advance to higher elementary grades. Narrative materials experienced in the early grades follow a sequence of which the child is familiar. On the other hand, expository (Nonfiction) materials have substantial differences from stories including introductions, subheadings, graphs, charts, maps, summaries, and often questions related to the content. The entire organization of materials on the intermediate level is more complicated. As students progress they are expected to be equipped with the skills necessary to handle the difficulty of such materials. Students should be made familiar with materials of this

nature in the primary grades as a readiness for later educational competency.

Description and Justification for Solution Selected

Several solution strategies have been recommended by the literature to provide insight to providing support systems for intermediate grade children who may be facing failure due to the stress and threat of failure facing these youngsters who are undergoing major changes physically, socially, emotionally, and educationally. The writer selected the following strategies based on the literature and the writer's experience in previous workshop presentations and teaching experiences.

1. Community, parent, college, high school mentors were available for each student.
2. Parent participation was encouraged through calls, flyers, invitations, and participation forms which acknowledge their involvement.
3. Selected poetry and art forms were analyzed and researched with verbal and written reports.
4. Monthly newsletters were composed and disseminated by the students, the significant adults, and the writer of this project.
5. The Student of the Week program was initiated in the classroom, where each student had the

opportunity to have a week filled with positive recognition.

6. Parenting workshops were held for parents to learn how to be better parents and to learn of the resources available for their children.
7. Field trips were taken to educational locations within the city to broaden the students' knowledge base.
8. Cooperative learning, peer tutoring, and cross-age tutoring were used in the classroom and with other grade level classes.
9. Producing projects using both individual and cooperative efforts were utilized.
10. In-depth modeling of study skills in reading, writing, and mathematics were utilized including outlining, note-taking, researching, etc.
11. The format for the oral presentations were addressed with students performing in front of their class in their classroom.
12. Articles related to research on achievement and retention were disseminated to teachers in the local school.

Report of Action Taken

The solution strategy for this practicum began in October 1992 after final approval for the implementation was received. Approval was granted by the administrator to implement the practicum in the school. Fourth grade student participants in this class were given the preassessment inventory (see Appendix B). Approximately three weeks prior to implementation, parents, guardians, mentors, and community members were invited to participate in this activity by telephone calls, visits, and flyers. Merchants and community personnel were contacted to serve as mentors, present workshops, or to donate resources.

Field trips were identified and arranged with local facilities. Sources for travel were investigated and finalized. Speakers and workshop presenters were identified and notified.

The time line for the implementation of this practicum was eight months. Some activities were ongoing while others were designed on a monthly basis. The newsletter was published November 1992 - June 1993. Parenting workshops were held for parents, guardians, significant others, and mentors of the fourth grade participants on a regular basis.

Weeks one through four centered around students exploring and appreciating themselves. All About Me/Reach for the Stars was the central theme. Talents were identified. Areas in need of improvement were recognized

along with ways of improving these areas. Attendance charts were begun which gave each child a star that had perfect attendance for the week. Students with perfect attendance were allowed to view a movie. Setting high standards for achievement was initiated. The Student of the Week program was begun with the identified child's photograph placed near the entrance door along with stories written by each child after the class interviewed the Student of the Week. At the end of the week, the stories and pictures were placed in a folder and the student could share them at home with family and return them. Also, the writer made a photograph of the child and gave the child a certificate at the end of the week. Each child began a Self Portrait Book that contained articles and pictures about himself/herself and the family. The names of all immediate family members were identified, and each child learned how to spell the names for some children only knew family members by their nicknames. A multicultural luncheon was held in the classroom prior to the Thanksgiving Day holiday. Parents prepared the luncheon, served the students, and shared lunch with them. The workshop for parents focused on understanding the intermediate child physically and emotionally. The Room 302 Newsletter was produced and disseminated. Parent participants and other volunteers for the class were identified. Students with perfect attendance, outstanding citizenship, and the Students of the Week were listed.

Weeks five through eight focused on mentoring by significant individuals. Students established strong educational relationships with the mentors who included retired teachers, church members, representatives from the local utility companies, business owners, the Uplift Foundation, etc. These persons began to visit the class and provide presentations for the entire class and/or work individually with identified children who marveled at the special attention received from these dedicated volunteers. The parent workshop focused on understanding your intermediate child socially and intellectually. A highlight of the meeting was when parents were asked to make at least one positive comment about their child. Also, parents were asked to identify different ways in which they could tell their child he/she has done a good job. Prizes were provided to both parents and children who attended. The Room 302 newsletter was produced and disseminated. The students and parents looked forward to the publication.

Weeks nine through twelve focused on study skills. Study techniques were addressed in depth in reading, writing and mathematics. Outlining and using SQ3R were addressed. Research assignments were given which involved searching for information and using the library to read and locate information in preparation to make oral reports and written reports for Black History Month. The focus of the Parent Workshop was Creating a Positive Home Environment for You and Your Child. The necessity of having a proper supply of

books, educational games, etc. were stressed. The importance of possessing a library card and regular visits to the public library were emphasized. Library Card Report Day was held where children who brought their card to school along with library books had their names placed on a scroll on the wall in the classroom. The Room 302 newsletter was produced.

Weeks thirteen through sixteen focused further on research and projects. Much time was spent in the public library as well as in the school library gathering information on subjects of interest and subjects applicable to the fourth grade curriculum. Individual and group projects were encouraged. The Parent Workshop focused upon acquainting parents with the resources found in the public library which will assist them and their child. Children, parents, and the writer visited a local university. The Room 302 Newsletter was produced and disseminated.

Weeks seventeen through twenty focused upon art, poetry, and creativity - interpreting and writing poetry. Creative art projects and visits to museums were emphasized. After researching approximately ten outstanding artists, a guided tour of the National Gallery of Art was taken. The docents applauded the students for their preparation prior to the visit as evidenced by their knowledgeable responses. Numerous poems were presented to the class, while several children chose to memorize and recite interesting verses. Others created their own verses related to their particular

interests. The Parent Workshop focused on making parents aware of the numerous opportunities and experiences available to parents and children in the metropolitan area. Presenters from local areas of interest shared numerous materials. The Room 302 Newsletter was produced and disseminated.

Weeks twenty-one through twenty-four focused upon careers, where students explored the many choices they have in planning and preparing for the future. Great interest was created in new and different careers of the future. The Baltimore, Maryland inventor of the Sho-Soc-Um product was available to inform students that anyone can become an inventor and all that it takes is a vivid imagination in constructing something that the public needs. This individual shared a case that can be used by the public to transport their dress shoes for work, the umbrella, and other items in a neat, readily available place. He has been a guest on "Good Morning America". Many lessons were taught in this presentation including the need to patent an invention, profit and losses of businesses, merchandising, etc. The owner was a young African-American with whom the children could identify.

Weeks twenty-five through twenty-eight resulted in culminating activities and a display of projects developed during the duration of the project. Community participants were invited to the school-wide luncheon for volunteers. In addition, all parents and volunteers from this class

participated in a luncheon held in the classroom. Projects were displayed and students and parents had the opportunity to express their feelings about the accomplishments for the current year. The Room 302 newsletter was produced and disseminated.

Weeks twenty-nine through thirty-two encompassed evaluation of the project. Evaluation sheets were administered and collected. Verbal comments were made by the administrator, parents, and volunteers. Comments such as: "Look at all the awards that students from this class received". "The awards are for both achievement and participation". "Your class has become self- directed". I can see a tremendous amount of growth since September". "I don't know what you are doing, but you are certainly getting those parents to come out and support their children". "I appreciate your encouraging my child to participate in extra-curricular activities at school". "I like the way that you provide your students with so many different experiences. I want my son to be in your room next year!"

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND DISSEMINATION

Results

The problem that existed in this writer's work setting was that fourth grade students were experiencing difficulty in achieving success in their school endeavors. The problem existed because many of the students are from single parent families and that many of the parents did not have a good understanding of parenting skills. Many children do not have a parent or a significant person who takes a deep interest in them and participates in community and school activities. Further, children do not participate in many activities in the school or in the community and are robbed of possible positive experiences which could play vital roles in developing positive self esteem and broaden their experiential levels for greater school work success.

The solution to the problem was to provide fourth grade students with support systems and experiences to enhance academic success through encouraging attendance, providing enriching field trip experiences, training the parents in parenting skills, encouraging greater parental involvement in school activities, and producing a monthly newsletter.

The goal of this practicum was to enhance support systems that could make a difference in student achievement.

Furthermore, it was hoped that teachers would be more aware of what research says about the possible consequences of retention.

Specific objectives were designed to achieve the goals outlined above. The objectives and the results realized from each objective are summarized below:

Objective 1: It was projected that during the eight month implementation period at least 10 of the 20 fourth grade students would display a more positive attitude toward school by having perfect attendance for at least 28 weeks as measured by the weekly perfect attendance chart in the classroom. Table 1 gives the results of the objective. Half of the girls and half of the boys had perfect attendance during the eight month implementation period. Several students missed the cut-off number for perfect attendance due to chicken pox or measles which caused them to be absent from school.

Table 1

Record of Fourth Grade Students' Attendance

November 1992 - June 1993

	NUMBER OF WEEKS		
	Without Absences	With Absences	Total
GIRLS	6	6	12
BOYS	4	4	8
TOTAL	10	10	20

Objective 2: It was projected that 10 out of 20 of the fourth grade students would respond positively to an attitude and behavior inventory toward perception of self, home, school, and community by selecting responses to at least fifteen of the choices denoted as a positive response by the researcher. Table 2 shows the responses to the inventory. The total number of responses under each category was five and when all children responded as negative, middle-of-the road, or positive the total for the children was one hundred. The number of children with positive responses increased in all areas after the intervention was provided.

Table 2

Comparison of the Results from the Inventory Depicting Attitude and Behavior Perception

Date	Total Responses In Each Area			
	Self	School	Home	Community
November 1992				
Negative Response	18	30	30	48
Middle-of Road	37	36	29	28
Positive Response	45	34	41	24
June 1993				
Negative Response	10	14	10	23
Middle-of-Road	32	29	30	32
Positive Response	58	57	60	45

Objective 3: During the eight month implementation period at least 10 of 20 parents, guardians, or a significant representative of the identified fourth grade students would positively participate in each child's education by participating in at least 4 out of 8 monthly parenting meetings/workshops/PTA Meetings as measured by the monthly sign-in sheets (see Appendix C) for such occasions. Table 3 shows the results of participation by parents, guardians, significant others, or volunteers.

Table 3

Summary Record of Parent, Guardian, Significant Other, and Volunteer Participation

	Months Represented							
	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Number of Students Represented	9	16	15	12	15	17	15	18

Objective 4: During the eight month implementation period, at least 10 of 20 of the fourth grade students would produce a monthly newsletter depicting positive events from the class with the assistance of at least 2 parents, guardians, mentors, or significant representatives for each publication under the leadership of the writer as reported on the form for newsletter participation (see Appendix D). Table 4 delineates the results of this objective. Newsletters were produced for the duration of the project with parent and student contributions. The size of the newsletter grew tremendously as the months progressed.

Table 4

Production and Dissemination of the Student Newsletter

	N	D	J	F	M	A	M	J
Newsletter Produced	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student Participants	20	20	20	20	20	20	20	20
Parent Participants	2	3	1	2	2	3	2	1

Objective 5: By the end of the eight month implementation, at least 5 of 10 teachers would change their attitudes toward retention and/or be aware of what research says about retention (see Appendix F). Table 5 delineates the results of this objective.

Table 5

Teachers' Attitudes and Knowledge About Retention

Teachers Received Information About Retention	10

Discussion

A review and interpretation of the data indicates that all five of the objectives were achieved, thereby indicating that students can be supplied with support systems and experiences which can enhance their involvement and success

rates in fourth grade. Furthermore, all the students involved in this practicum were successful in passing to the next grade.

An examination of Table 1 revealed that the half of both boys and girls achieved the twenty-eight weeks of perfect attendance. Some students missed the target due to childhood illnesses such as chicken pox or measles. Coming to school each day was a destiny envisioned by all the students.

Table 2 revealed that children improved their positive responses in all four areas: self, home, school, and community. In many instances the number of positive responses nearly doubled from the prior to intervention survey. Students felt good about themselves due to the positive motivation from peers and after taking a closer look at themselves. They felt that they had some control over their encounters and spoke out and expressed themselves and became more involved in school. All students were uplifted by becoming Student of the Week. They were elected to leadership positions at the school in the Student Government and other clubs. Grades increased from Special Subject teachers and students had a greater respect for one another. All students were encouraged individually to join organizations. They joined the organizations and served faithfully. At the end of the year, the class had a magnificent number of students who received numerous awards for their participation.

As indicated by Table 3, the number of children represented by individuals grew at a tremendous rate. Retired teachers, church members, local merchants and community workers contributed greatly to the success of this activity. Refreshments were supplied by merchants to serve as incentives for the participants at workshops or meetings. In addition, there were donations of prizes to be awarded, which supplemented those purchased by the writer. Children felt honored to encourage their representative to attend a meeting or to accompany them to the meeting. Individuals began an exchange which developed into the participants sharing information which helped each person. Parents looked forward to these exchanges on a regular basis. Teachers from other classes attended some of the meetings and stated that these are the kinds of things that should be happening throughout the school system - getting more parents involved for student success.

The monthly newsletter production was a project that received full class participation. Students waited eagerly to plan and produce each issue. First, they listed all the articles to be included and then groups of two or more wrote each article. Other groups proofread the articles to identify any mistakes for correction. After the newsletter was typed, students proofread the original prior to the duplication. After duplication, students collated the paper, stapled the pages, and distributed copies to their classmates and administration. Students took the papers

home and shared them with their parents. Parents commented that their children always counted the number of times their names appeared in the newsletter.

The effects of retention on student success is a growing issue. It was found that many teachers were not aware of what research says about retention. Teachers welcomed the materials distributed. The administrator mentioned that a different attitude on retention had been taken by some staff members during the school year.

The results of the practicum assures the writer that support systems will make a difference in enhancing student success rates. Providing experiences where students work cooperatively with one another in different leadership roles while complimenting each other and providing support can act as a positive change agent in behavior and attitudes. Reaching out to representatives of children in a continuing genuine way can promote greater involvement in school activities. Children become ecstatic when they play important roles in getting their parents or other representatives actively involved in their education. Children want to feel that they are important and totally involved. If they feel good about themselves and what they are doing, they will give their best. Children will spread their wings and reach for the stars.

Recommendations

1. It is recommended that intensive recruitment is done to attract and involve parents continuously throughout the year in school activities of the fourth grade students.
2. It is recommended that parenting workshops should be held monthly to assist parents with many of the skills which they may be lacking and to encourage more relations with the school.
3. It is recommended that each class has a monthly newsletter as a means for improving writing skills, encouraging cooperative learning, and increasing self esteem of all students.

Dissemination

This practicum has been shared with other teachers on the fourth grade level.

The writer will submit an article to several of the teacher magazines for possible publication. Also, the writer will attempt to present the results to a local teacher organization conference.

References

Bissell, S. (1991). Pictures and poetry. Reading Teacher. 44, 617 - 618.

Black, T.M. (1982). Straight talk about American education. New York: Harcourt, Brace, Jovanovich.

Carnegie Council Task Force on Education of Young Adolescents (1989). Turning points. Preparing youth for the 21st century. New York: Carnegie Council on Adolescent Development of the Carnegie Corporation.

Chisom, Y. (1988). Implementation of a program to actively involve parents in the education of their fourth grade children by participating in school activities. Nova University. ED 296 805.

COPE (D.C. Committee on Public Education)(1992). Your school profile - school year 1990-91. Washington, D.C.: Federal City Council.

Cruz, J.L. (1992). Reaching parents as learners: The opportunity of a lifetime. Reading TODAY, 10, 11.

Damon, P. (1991). Competition doesn't belong in public schools. Principal, 70, 14 - 15.

Gutner, H. (1990). Building bridges. Instructor, 42, 47 - 49.

Harbaugh, M. (1990). The power of self-esteem. Instructor, 42, 45.

Jennings, M.H. (1991). Increasing positive experiences for "at-risk" preschoolers through coaching of parent interactions. Nova University. ED 338 421.

Morrison, G.S. (1978). Parent involvement in the home, school, and community. Ohio: Merrill Publishing Co.

Olson, M.W. & Gee, T.C. (1991). Content reading instruction in the primary grades: Perceptions and strategies. The Reading Teacher, 45, 298-307.

Sanacore, J. (1991). Expository and narrative text: Balancing young children's reading experiences. Childhood Education, 42, 211 - 214.

Snodgrass, D.M. (1991). The parent connection. Adolescence, 26, 83-87.

Trelease, J. (1989). The new read-aloud handbook. New York: Penguin Group.

Weitz, l. & Quickle, G. (1991). Terrific two's cooperate with coats. Young Children, 42, 39.

Wood, K.D. & Muth, K. (1991). The case for improved instruction in the middle grades. Journal of Reading, 35, 84-89.

APPENDIX A

RECORD OF WEEKLY PERFECT ATTENDANCE

Objective 1. At least 10 out of 20 students will exhibit perfect attendance for at least 28 weeks during the duration of the implementation period of the project.

RECORD OF WEEKLY PERFECT ATTENDANCE

Week	Perfect Attendance		Absent	
	Girls	Boys	Girls	Boys
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

TOTAL Girls ___ Boys_____

GRAND TOTAL _____

APPENDIX B

INVENTORY DEPICTING ATTITUDE AND BEHAVIOR TOWARD PERCEPTION OF SELF, HOME, SCHOOL, AND COMMUNITY

NAME _____ Objective #2

INVENTORY DEPICTING ATTITUDE AND BEHAVIOR TOWARD PERCEPTION OF SELF, HOME, SCHOOL, AND COMMUNITY

By the end of the implementation period, 10 out of 20 students will show improvement in attitude and behaviors related to perception of self, home, school, and community by responding positively to at least 80% of the categories identified as positive by the researcher.

DIRECTIONS: Rate your feelings and actions about yourself, your home, your school, and your community. First, read about the child who is described in the first group of sentences. Place a line under one phrase to make a complete sentence which will best describe the way that you feel or act.

Self Perception

1. John likes the children at his school and they like him. He has many friends that he gets along well with.
   I am ...
   not at all like John.
   somewhat like John.
   exactly like John.*
2. Susie likes to receive good grades. She feels good about her grades in school.
   I am ...
   not at all like Susie.
   somewhat like Susie.
   exactly like Susie.*
3. Janice completes all her school work each day. She wants to do well in school.
   I am ...
   not at all like Janice.
   somewhat like Janice.
   exactly like Janice.*
4. Fred made good grades in First Grade and Second Grade. His grades began to drop as he reached higher grades.
   I am ...
   not at all like Fred.*
   somewhat like Fred.
   exactly like Fred.
5. Mary and Jim think they are special children. They feel that other people like them. They like other people, too.
   I am ...
   not at all like Mary and Jim.
   somewhat like Mary and Jim.
   exactly like Mary and Jim.*

School

6. Mike comes to school each day. He only misses days when he is sick.
   I am ...
   - not at all like Mike.
   - somewhat like Mike.
   - exactly like Mike.*

7. Sam enjoys reading. He wants to read aloud to his class each day.
   I am ...
   - not at all like Sam.
   - somewhat like Sam.
   - exactly like Sam.*

8. Judy completes her homework each night. She likes to finish everything.
   I am ...
   - not at all like Judy.
   - somewhat like Sam.
   - exactly like Sam.*

9. Bonnie's parents are members of the PTA. They help with school projects.
   My parents are ...
   - not at all like Bonnie's parents.
   - somewhat like Bonnie's parents.
   - exactly like Bonnie's parents.*

10. Mary's parents visit her teacher often. Mary is happy for the teacher to talk with her parents.
    My parents are ...
    - not at all like Mary's parents.
    - somewhat like Mary's parents.
    - exactly like Mary's parents.*

Home

11. Eric has a lot of books at home. He always reads books at home.
    My home is ...
    - not at all like Eric's home.
    - somewhat like Eric's home.
    - exactly like Eric's home.*

12. Sam's family eats dinner together at the table. They talk about what happened during the day at school, at work, or in the neighborhood.
    My family is ...
    - not at all like Sam's family.
    - somewhat like Sam's family.
    - exactly like Sam's family.*

13. Steven has a special place and a special time to study. He studies right after school in his special place.
    I am ...
    - not at all like Steven.
    - somewhat like Steven.
    - exactly like Steven.*

14. May's family helps her with her homework. Someone is always happy to help her. They always understand how to do the work.

    My family is ...
    - **not at all like May's family.**
    - **somewhat like May's family.**
    - **exactly like May's family.***

15. Rosa's room is always neat and clean. She has a special place for everything.

    I am ...
    - **not at all like Rosa.**
    - **somewhat like Rosa.**
    - **exactly like Rosa.***

Community

16. Tim participates in recreational sports at the community center.

    I am ...
    - **not at all like Tim.**
    - **somewhat like Tim.**
    - **exactly like Tim.***

17. Mary has a library card. She goes to the library at least once a week.

    I am ...
    - **not at all like Mary.**
    - **somewhat like Mary.**
    - **exactly like Mary.***

18. Fannie listens to and obeys parents and adults other than her own family.

    I am ...
    - **not at all like Fannie.**
    - **somewhat like Fannie.**
    - **exactly like Fannie.***

19. May is a member of the Girl Scouts; Bill is a member of the Boy Scouts. They participate in other clubs at the center.

    I am ...
    - **not at all like May and Bill.**
    - **somewhat like May and Bill.**
    - **exactly like May and Bill.***

20. Ann visits the museums and galleries at least once a month with family members or friends.

    I am ...
    - **not at all like Ann.**
    - **somewhat like Ann.**
    - **exactly like Ann.***

NOTE: Items with an asterisk (*) at the end are positive responses. Items that begin with "somewhat" are "middle of the road".

APPENDIX C

RECORD OF PARENT PARTICIPATION SCHEDULE

Objective #3 By the end of the implementation period, at least 10 out of 20 students will be represented by a parent or guardian at least 8 monthly parenting workshops/PTA Meetings, or other activities connected with the school and /or learning.

PARENT PARTICIPATION SCHEDULE - November 1992 - June 1993
Report for the month of _____

ACTIVITIES

Volunteer - Classroom

Volunteer - Field Trip

Tutor

Item Contribution/Donation

Observation

Note

PTA Meeting

Newsletter Preparation

Lunchroom Supervision

Social Visit

School Program

Telephone Call

Community Library

Museum Visit

Other

APPENDIX D

PARENT/MENTOR LETTER REQUESTING PARTICIPATION IN NEWSLETTER AND CONSENT FORM FOR PARTICIPATION IN NEWSLETTER

_____ ELEMENTARY SCHOOL

Washington, D.C. 20010

October 15, 1992

Dear Parent, Mentor, or Community Representative:

Our class is planning a very special project to highlight "Good News" from our classroom, the homes, and the community. Accomplishments that your child made during the month as well as your involvement in your child's education as detailed on the attached sheet will be included in the newsletter.This motivational project will allow students to improve their writing and communicating skills.

The newsletter will be published November 1992 - June 1993. Preparation and publishing will be done by the students, parents, and mentors for the children in my classroom. We need your help and expertise in this endeavor. Some of the areas in which we need assistance are listed below.

Typists/Word Processor
Computer Operators/ Xerox Capability
Artists
Layout and Design
Editors
Mailing
Preparing Labels
Contacting Sponsors
Distribution
Assisting Students with Articles

We want this to be a joint effort by students, parents, community members, and mentors. Please sign and return the attached sheet to let me know the area of your contribution no later than October 30, 1992.

Yours truly,

Mary H. Jennings
Classroom Teacher

CONSENT FORM FOR PARTICIPATION IN THE NEWSLETTER FOR ROOM ____

MEMORANDUM TO: Ms. Mary H. Jennings, Grade 4 Teacher
_____ Elementary School

MEMORANDUM FROM: _____
Parent of _____
Other Volunteer_____
Neighborhood Participant_____

DATE: _____

This memorandum is to confirm my participation in the preparation of the newsletter for your classroom. You have my complete support for the project which runs November, 1992 - June 1993. I will assist in the following ways:

Typists/Word Processor
Computer Operator
Xerox Capability
Artists
Layout and Design
Editor
Mailing
Distribution
Collecting News
Assisting Student Reporters
Parent Workshop Contribution
    Door Prizes
    Refreshments
Film
Developing Film
Student Incentives
Other _____

Final preparation and the details can be worked out for the project at a later date.

APPENDIX E

RECORD OF PRODUCTION/DISSEMINATION OF NEWSLETTER

PRODUCTION/DISSEMINATION OF NEWSLETTERS CHECKLIST

OBJECTIVE # 4:By the end of the implementation period, students , parents, and the researcher will have produced and disseminated newsletters for the months November 1992 - June 1993 indicating parent participation and "Good News" from Classroom 302.

DIRECTIONS: Place a check under "Yes" or "No" to indicate whether or not a "Good News Newsletter" was prepared and disseminated.

MONTH	YES	NO
November		
December		
January		
February		
March		
April		
May		
June		

APPENDIX F

ELEMENTARY SCHOOL TEACHER SURVEY ON RETENTION PRACTICES

Elementary School Teacher Survey on Retention Practices

What grade do you teach? _____.

Directions: After each statement circle one number between one and five to indicate your feelings about student retention in elementary school. 1 = Strongly Disagree; 2= Disagree; 3 = Neutral; 4 = Agree; and 5 = Strongly Agree.

1.	Retention may damage a child's self esteem.	1 2 3 4 5
2.	Prior retention influences subsequent teachers' opinions of the child's ability to perform in school.	1 2 3 4 5
3.	I believe that children should rarely ever be retained in elementary school.	1 2 3 4 5
4.	I retained a child or children during the past two years.	1 2 3 4 5
5.	I think the decision to retain a child should be the classroom teacher's decision.	1 2 3 4 5
6.	I support the receiving teacher of a child weak in skills providing review, practice, and support rather than retention in the previous grade.	1 2 3 4 5
7.	Chronological age should be a factor in retention.	1 2 3 4 5
8.	I would like to meet with other teachers to discuss retention.	1 2 3 4 5
9.	More than one retention in elementary school is acceptable.	1 2 3 4 5
10.	Research does not support retention.	1 2 3 4 5